

FOED 3800: Field Experiences in Education

Course Description: Supervised work experiences in public schools stressing the translation of theory into practice.

Credits: 2

Prerequisites: Full Admission to the Teacher Education Program.

Reminder: A minimum letter of "B" is required for successful completion of FOED 3800. Any candidate earning less than a "B" will be required to repeat FOED 3800.

Content Block Instructor:

Dr. Leslie Suters lsuters@tntech.edu Office: H-214
865-481-2000 Extension 2320 Cell 865-604-8158

Proposed Practicum Schedule

Tuesday, September 27 – Tuesday, November 22 (Total of 60 hours)

Electronic Portfolio and timesheet due Wednesday, November 30

Required Texts and References:

Tennessee State Department of Education Curriculum Standards

<http://www.tn.gov/education/topic/academic-standards>


Common Core State Standards

<http://www.corestandards.org/>

TEAM General Educator Rubric

<http://team-tn.org/evaluation/teacher-evaluation/>

TTU Conceptual Framework:

	<p>The graduate of the teacher education at TTU will be a competent, caring professional who can work effectively in a diverse, technological society.</p> <p>Candidates will demonstrate:</p> <ul style="list-style-type: none">• An appropriate level of scholarship• Effective communication• A level of responsibility consistent with professional behavior• Skills of reflection that promote self evaluation and growth, respect for diversity, and• Skills of collaboration with other professionals, families, and community.
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Each member of the content cohort is competent, knowledgeable, and prepared to share with P-12-students. At the conclusion of FOED 3800, each mentoring teacher, practicum participant, and university supervisor will complete the Field Experience Evaluation Form electronically.

University Supervisor:

- Will provide support prior to, during, and at the conclusion of the field experience.
- Will maintain high expectations for all candidates and will challenge and encourage each to effectively plan and implement appropriate instructional strategies.
- Will offer consistent written and verbal feedback through direct observation, and conferences on a weekly basis.
- Will be available and accessible to all candidates and mentoring teachers.

General Rules and Regulations for all Candidates:

- Dress professionally—you are now the adult leader. What is appropriate attire on campus may not be appropriate for your placement. Principals will give you more details. No visible tattoos or body piercing (except ears). Make sure your midriff is covered when you move, sit or write on the board.
- Professional behaviors include maintaining confidentiality and dressing and speaking appropriately, punctuality, and exemplary attendance. The use of cell phones is prohibited. Plan ahead and make arrangements to accommodate sick family members, car troubles, and other events that may impact your attendance.
- Be in the classroom at the designated starting time, NOT just getting to the parking lot. Even if your first period is planning, you are expected to be there on time.
- Sign in/out of the office daily (or as suggested by school). Sign in/out of log sheet in classroom and ask mentor teacher to initial log daily (or weekly). You are required to complete 60 hours.
- Wear your name badge at all times.
- If you must miss a day it is *your responsibility to notify your cooperating teacher and university supervisor*. It will be necessary to make-up time for absences. Part of your evaluation is attendance. Regular attendance is an indication of responsibility and is one of the identified dispositions reflected in the TTU Conceptual Framework.

Plagiarism Policy:

Plagiarism, the use of another's writing as one's own is prohibited. The student handbook, p. 28, item 2, explains the penalties of such an action.

TTU Office of Disability Service:

Students with a disability requiring special accommodations should contact the Office of Disability Services (ODS). An Accommodation Request (AR) should be completed as soon as possible, preferable by the end of the first week of the course. The TTU Office of Disabilities is located in the Roaden University Center, Room 112, Phone 372-6119.

Attendance Policy:

Regular attendance is required. FOED 3800 provides opportunities for teacher education candidates to demonstrate the dispositions of effective teachers. Regular attendance is an indication of responsibility and is one of the identified dispositions reflected in the TTU Conceptual Framework. You are expected to be on time each day and make up any time that you miss. Made up time needs to be discussed with the mentoring teacher and the university supervisor. **Failure to maintain the attendance requirement will affect your grade and may result in an unsatisfactory grade, necessitating you to repeat the course.**

Practicum Assessment

- I. Mentor Evaluation - 75 pts.
- II. Supervisor Evaluation – 75 pts. (Evaluation includes direct observation of teaching, attendance, and informal discussions)
- III. Portfolio 150 pts. (Grading sheet included below)

Grading Scale

A- 93-100	279-300 pts.
B- 85-92	255-278 pts.
C-75-84	225-254 pts.
D- 65-74	195-224 pts.
F- Below 65	below 195 pts.

Experiences/Performance Expectations:

Although specific assignments are listed, please do not view them as limiters. With the cooperation of your mentoring teacher, you may (and are encouraged) to extend beyond the requirements. Teach and provide support for all areas of the instructional program if possible.* The field experience is your opportunity to apply strategies and methodologies learned in your coursework. It is easy to run out of time to complete the requirements due to illness, school closings, special events, or something similar, so allow yourself plenty of time to complete all of your activities. Evidence of your experiences will be showcased in a culminating portfolio.

*You may be asked to complete literacy-based English-Language Arts activities during your placement. As mentioned above, you are encouraged to do what your mentor asks you to do; however, you won't be able to count ELA-based activities as one of your required assignments described below. Please continue to add CCSS-ELA standards to your assignments as we have been doing in methods.

****For all assignments uploaded to your portfolio - include the date that it was completed. Include pictures of student work or students working when possible.*

1. Math Lesson Plan (if placed in science or social studies, you should teach the subject you are assigned)

Plan and implement 1 lesson. Use the lesson plan format that was provided in the content block methods classes. Depending on the subject(s) you are teaching please incorporate activities we have been developing in our content methods course (inquiry science; interactive social studies; concept-based math). Please discuss the lesson topics with your mentoring teacher prior to writing and implementing the plan. Be sure that you plan lessons that will motivate and engage your students. Consider the use of starters, cooperative learning, and technology where applicable. Include at least one FACT (Formative Assessment Classroom Technique) in your lesson.

Include the following on your wikispace portfolio for your lesson plan:

- Written Plan
- Accompanying documents such as worksheets (include a scan or picture of one that a student completed in class) and other documents that you create or use for your lesson
- Pictures of students completing the work, if possible (Note: secure permission using TTU's Photo/video Release Form)

I will need to see your written lesson plan prior to this observation. **Please obtain your mentor's approval on your lesson plan at least 2 days prior to teaching the lesson. In addition, the lesson should be emailed to me at least 2 days prior to teaching the lesson.**

TEAM Self-Assessment: You will need to videotape your lesson and your university supervisor will plan to observe your lesson. Within 48 hours, watch your video and rate your performance on each indicator of the TEAM rubric.

Select a 5-8 minute segment of your video that addresses the following questions and upload to TK20. Respond to the questions referring to scenes and timestamps from the video and email your responses to your instructor. These should be used as evidence to support your TEAM Self-Assessment. Needs to be completed within 48 hours of teaching your lesson. Template will be provided for this assignment on the wiki.

1. How did you demonstrate mutual **respect** for, **rapport** with, and **responsiveness** to students with varied needs and backgrounds, and challenge students to engage in learning?
2. Explain how your instruction **engaged** students in developing understanding of mathematical (or science) concepts.
3. Describe how your instruction linked students' **prior academic learning** and **personal, cultural, and community assets** with new learning.
4. Explain how you **elicited and built on student responses** to promote thinking and develop understandings of mathematical concepts.
5. Explain how you used **representations** (manipulatives, models, tools, diagrams, charts) to support students' understanding and use of mathematical (or science) concepts.
6. What **changes** would you make to your instruction – for the whole class and/or for students who need greater support or challenge – to better support **student learning of the central focus** (e.g. missed opportunities)?
7. Why do you think these changes would improve student learning? **Support** your explanation with **evidence of student learning AND principles from theory and/or research**.

2. Choice of two of the following activities:

- A. Differentiated Instructional Activity**
- B. Instructional Game**
- C. Technology-Based Instruction**

A. Differentiated Instructional activity

Prepare and create a hands-on activity such as: *interactive bulletin board, learning center/stations, choice board, shoebox, or a series of hands-on activities* for science, math, or social studies (whichever subject you are placed with). Your activity should enhance learning toward current course objectives. Consult with your mentor teacher for suggestions. You are encouraged to use materials available at the school to create your activity. You can essentially teach a lesson as you implement this activity; however, you do not turn in a lesson plan.

Criteria:

1. Incorporate a range of ability levels and variety of activity types
2. Include an activity (or activities) that involves an assortment of the following:
 - a. hands-on involvement with concrete objects.
 - b. Reading and reference materials
 - c. Writing, including summarizing, reflecting, or interpretive statements (or, for younger students, circling and/or checking).
 - d. Use of media other than reading, such as viewing videotapes, listening to audio tapes, etc.
3. Provide clear instructions (e.g., task cards or a handout) for the students concerning how to approach the activities, what they are to do, and what they are to “present” to the teacher as an indication of learning achieved.
4. A method for evaluating student work.

Prepare a summary to include in your wikispaces portfolio that includes the following:

1. A statement of the purpose and relationship to the teacher’s current unit. List the corresponding TN state standards or CCSS (use performance indicators when possible) that apply.
2. A brief description of each of the activities – state materials needed and the nature of the activity. Reference any resources that you used for designing the activities.
3. An explanation of how the activity/center was used by the children and how you evaluated the results.
4. Your evaluation of the effectiveness of your activities. What went well? What would you change next time?
5. Include a picture of your final product (preferably with students using it) in your portfolio.

****Include copies of worksheets, etc. (preferably completed by students) with your typed summary.**

B. Instructional Game

Plan and teach an instructional game (can be a review game) that targets mathematics, social studies, or science. Make sure that all students participate in the game in some way (i.e., if your game has contestants – make sure that the whole class is held accountable for documenting answers, not just the contestants). Include a summary of the game in your portfolio using the outline below.

Include the following information posted to Wikispaces for the assignment:

Subject & Grade Level

Objective(s) & Match to State Standard(s)

Materials and Set Up

What materials will you need?

Will you need to rearrange the room?

How will you group students?

Will they work at desks, on the floor, etc.?

Introduction

What will you say when you introduce the game to the students? How will you move them to groups?

Rules & Directions

Type a list of game **rules and directions** for playing. Include rules that address your expectations of student behaviors. ***Be sure that you contemplate all possible occurrences.***

What will you do if they get too loud?

Are they allowed to help each other with answers?

If not, and someone gives an answer, what is the consequence?

Will they be tempted to run? What happens if they do?

If there is a winner of the game, is there a reward?

What happens in the event of a tie?

What is the consequence for put-downs or poor sportsmanship?

How will you handle disputes?

Conclusion

How will your game end?

Is there content that should be reviewed at the end?

Are there clean-up considerations?

Be sure to consider how you will regain students' attentiveness.

Reflection

After implementing your game, write a thorough and honest reflection.

What went well?

What would you change next time?

****** Include a reference for any sources you used to develop your game. Also include a copy of any handouts provided for students to use in the game.

C. Technology-based Instruction

Plan and teach a technology-based activity/lesson using a method that we explored in methods classes. In some cases it will be to your advantage to take the students to the computer lab or use a laptop cart. You can also borrow iPads from our classroom to use in your placement. Your activity/lesson can include any of the following options.

- *Glog* - created by you or students <http://edu.glogster.com/>
- *Virtual Manipulatives* – math (select several for students to use on a specific topic)
- *Podcast* - created by you or students – I have several books of ideas if you need to borrow one. Several apps are very easy to use & free such as Audioboo
- *Concept Mapping* - students create concept maps or you teach with Math Tools in Kidspiration (also Bubbl.us or popplet)
- *Google Forms* – create a survey for students to take and have them analyze the results.
- *Webquest or Cyberhunt* – provide a set of instructions for students to follow on a particular topic
- *Use of Class Response System* – Kahoot, Plickers, Socrative, etc.
- *Wordle or Tagxedo* – create a wordsplash to teach with or have students create their own for a specific topic.
- *Go!Animate or Cartoon Strip Creator* – students create one to summarize learning
- *Writing Tools* – Such as Padlet, Penzu, Evernote, Notability. Any number of Web 2.0 or iPad apps so allow students to integrate writing.
- *Other* – there are many other tools we used and many that we didn't use so your options are somewhat endless for the technology idea.

You can essentially teach a lesson as you implement this activity; however, you do not turn in a lesson plan.

Prepare the following for your portfolio:

- Name of activity with corresponding TN State Curriculum Standards that apply.
- Detailed description of the steps you took to implement the activity. What happened in class – what did it look like? Include references for activity ideas if applicable.
- Copy of directions provided for the students in order to complete the activity.
- Copy of the completed activity by you and/or students.
- Reflection regarding the process of conducting this activity – what went well, what could be improved upon, what would you change next time.
- Pictures of class or you in the process.

3. Math Night at Glenwood Elementary School – Thursday, September 29, 5:00-7:30

We will have a robotics station and a bottle rocket launching station. You will spend approximately $\frac{1}{2}$ of the time at each station that evening working with children and parents.

- Write a 1-page reflection minimum of your math night experience. Briefly describe the stations that you managed. What went well, what you would do differently, recollections of working with specific students, how well were you able to differentiate on the spot, etc.
- Include pictures of you working at your station with students (not part of 1 page minimum)

4. Math Assessment & Evaluation

Plan, distribute, and grade a math assessment for your class. This should be completed by the whole class and should provide opportunities for students to demonstrate:

- Conceptual understanding
- Procedural fluency
- Mathematical reasoning or problem solving skills

Requirement: Align this assessment with and give it to students during your formal observation lesson.

Note: if placed in science or social studies, you will still complete this assignment; however, you will focus on *concepts and facts for your assigned subject*.

Define evaluation criteria you will use to analyze student learning related to the mathematical understandings (or science/social studies facts/concepts) described above.

Collect and analyze student work from the assessment to identify **quantitative and qualitative patterns** of learning within and across learners in the class. You should

submit text files with scanned student work. (*analysis will be included in your responses to 1b and 1c on the Assessment template*)

Select 3 student work samples that represent the patterns of learning (i.e., what individuals or groups generally understood and what number of students were still struggling to understand) you identified in your assessment analysis. These students will be your focus students for this task. The recommendation is to include a struggling/below average learner, an average learner, and an above average learner.

Document the feedback you gave to each of the **3 focus students** on the work sample itself.

Respond to the prompts using the Assessment template provided on the wiki for either math or science/social studies.

5. Elementary Mathematics Context for Learning Information

Use the template provided on the wiki to complete this assignment. Use Arial 11-point type (official edTPA requirements). Single space with 1" margins on all sides. Final product should be no more than 3 pages, including prompts.

Practicum and Portfolio Assessment Sheet

Name _____

PORTFOLIO

I. Wikispaces Electronic portfolio ____ (10 pts. Total)

Technical - links work and all documents can be opened. 5 pts.

Design/layout – Page is attractively designed with use of graphics & tables. 5 pts.

II. Written Communication (10 pts. Total)

Spelling, grammar, & punctuation ____

III. Artifacts (points listed below)

1. Lesson Plan (30 pts. Total)

Plan (12.5 pts.) ____

Accompanying Handouts/Sample of Student Work (Photos of students working if possible) (5 pts.) ____

TK20 TEAM rubric self-rating -within 48 hours of lesson & response to provided prompts (12.5 pts.) ____

2. Choice of 2 of the following: (40 pts. Total)

a. Differentiated Instruction Activity Summary (20 pts.) ____

b. Instructional Game summary (20 pts.) ____

c. Technology-Based Activity Summary (20 pts.) ____

3. Math Night (20 points) ____

4. Math (or science) Assessment & Evaluation aligned with lesson plan (25 pts. Total)

d. Evaluation Criteria (5 pts.) ____

e. 3 student samples with feedback included (5 pts.) ____

f. Response to prompts (15 pts.) ____

5. Elementary Mathematics (or Science) Context for Learning Information (15 pts.) ____

Total points possible 150 Pts. Earned ____

MENTOR AND SUPERVISOR EVALUATIONS

Mentor Final Evaluation (75 pts.) ____

Supervisor Evaluation (75 pts.) ____

Total Points Earned (300 pts.) ____ Practicum Letter Grade ____

Practicum Supervisor Evaluation 75 pts. total

	Points Possible	Points Earned
Formal Observation	35	
Student Time log completed with a minimum of 60 hours	20	
Preparation, planning, and professionalism exhibited in practicum – includes efficiency in completing assignments	20	
Total Points	75	

Artifact Timeline

Required Due Dates (Submit to Personal Wiki by these dates)

September 30

- Attend and participate in Math night Sept. 29. Reflection due Sept. 30

October 7

- Elementary Context for Learning (Mathematics or Science)

October 21

- One of the following DI Activity, Instructional Game, Technology Activity

October 28

- One of the following DI Activity, Instructional Game, or Technology Activity

November 17

- Lesson Plan (should be observed by this date)
- Assessment & Evaluation

November 30

- Complete Portfolio Due – Wikispace edits should be complete
- Signed time log due

Notes:

- I will begin scheduling observations the week of October 31
- All instructional activities that you complete should be arranged with your mentor and approved by mentor prior to teaching.
- I reserve the right to formally observe your instruction more than one time if deemed necessary & ask you to continue your practicum placement beyond the 60 hours in order to do so.